

# CALIFORNIA SCHOOLS

Volume IV

April, 1933

Number 4

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**Official Publication Issued Monthly by the  
California State Department of Education**

Entered as second-class matter May 8, 1930, at the Post Office at Sacramento, California,  
under the Act of August 24, 1912

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# Democratic Characteristics of Public Education Must be Retained

VIERLING KERSEY, *Superintendent of Public Instruction*

Free public education is essential safeguard to democratic ideals of freedom and equality

Public education in the United States had its origin in the democratic ideals of freedom and equality of opportunity. An intelligent citizenry was recognized as absolutely essential to the success of government by the people. Social and political equality were seen to be dependent upon equality of educational opportunity. Democracy in education has been one of the most important factors contributing to democracy in social and political life. Our system of public schools, free and open to all regardless of race, creed, social status, or political ideas stands as a monument to the success of democracy. The faith of the public in education has been justified by its results in protecting democratic ideals.

Serious economic conditions threaten democratic characteristics of public education

Society is now confronted by serious economic conditions that endanger many of the democratic institutions which society has established and maintained. In particular, certain democratic characteristics of public education are seriously threatened. Drastic reductions in support of education have resulted in elimination of important educational services and in the serious curtailment and impairment of essential phases of the educational program. Definite harm to thousands of school children has resulted. The full effect of the drastic reductions in educational programs and the limitation of educational opportunities offered the children of the state can not yet be completely realized, for the effect on the lives of children is one which will take its toll later in their lives and be reflected in the adult society of several years hence.

Social welfare of state depends upon democracy in education

Democracy of educational opportunity can not be divorced from the social welfare of the state. The two are directly and intimately associated. Elimination and curtailment of essential educational services means a direct loss to society itself, and a regression from democratic principles of freedom and equality. The continued welfare of a democratic society is absolutely dependent on maintaining the integrity of public education and upon retaining the inherent democratic characteristics of our public school system.

Certain legislative proposals endanger democratic characteristics of public education

There are many proposals now before the Legislature which endanger the democratic characteristics of public education in California and do violence to long accepted principles of democracy. A few of these proposals are stated and briefly discussed in the following paragraphs.

### Reduction of State School Support

Reduction of state support of public education would result in undemocratic inequalities in taxation and in educational opportunities

One proposal would reduce the present constitutional guarantee of state support of education amounting to \$30 per unit of average daily attendance in elementary schools and high schools. Such a proposal, if effected, would result in crippling already impaired educational programs, and would shift tax burdens from the state to local common property. The proposals violate the democratic principle of equality of taxation and would increase the already existing inequalities in educational opportunities offered the children of the state.

### Removing Budget Control from School District Governing Boards

Removal of control of school budgets from school district boards means undemocratic control of education

It is proposed to remove the power of control of school budgets from governing boards of school districts and transfer the power to determine the amounts of school budgets to some other agencies such as the county board of supervisors, or some state agency. These proposals violate the democratic principle that the people of the school districts through their duly constituted representatives shall have the power to determine school district budgets and school programs. The transfer of the power of budget control to agencies not responsible to the people of the school districts would in the final analysis mean the transfer of the ultimate determination of school programs to somebody not responsible to the people of the school districts. The removal of budget control would inevitably be followed by the injection of politics into school affairs and the entrance of the schools into politics. The present method of school budget control is simple, direct, and democratic. Transfer of this control would be highly undemocratic, and would lead to confusion and lack of coordination in the management of schools.

### Elimination of Continuation Education

Elimination of continuation education would deprive thousands of educational opportunity

It is proposed to reduce the age of compulsory schooling from 18 to 16 years of age and to abolish compulsory continuation education for children within this age range. This would result in throwing out of school thousands of youth for whom there is no possibility of employment in an already overcrowded market. The harm to society which would result from the adoption of such a proposal is impossible to estimate. One immediate result would be the addition of thousands to the wandering youth movement now so prevalent in California. The elimination of continuation education opportunities for those who can not remain in full-time attendance in secondary schools is a direct violation of the principle of equality of educational opportunity.

### Elimination of Rural School Supervision

Elimination of rural school supervision would mean impairment of educational opportunities to rural children

It was proposed that the apportionment to counties of state and county school funds for rural school supervision be discontinued. At present the educational opportunities offered children in the rural areas of the state are not, in general, of as high a quality as those offered in cities and large centers of population. Rural school supervision has operated to overcome to a degree certain of the inherent disadvantages of small rural schools and to make the educational program of such schools more comparable in quality to those offered in city school systems. The elimination of rural school supervision would constitute a most flagrant violation of the principle of equal educational opportunity and would place the rural child at a more serious disadvantage than at present. Fortunately the Assembly Committee on Governmental Efficiency tabled this bill.

### Fee System

Fee system violates democratic principle of free public education; wealth and social position would determine opportunity for education

Several proposals to impose fees and tuition charges for education above high school level are now before the Legislature. The imposition of fees of any sort to replace free public education is diametrically opposed to democracy in education. Making educational opportunity dependent upon a person's ability to pay fees would restrict education to a favored few. Social position and wealth would replace ability and potential returns to society as a basis for determining who should be entitled to educational opportunities. Our social philosophy of education demands that education shall not be the privilege

of a restricted favored group, but the social heritage of all, dependent only upon ability, and regardless of any artificial barriers of wealth or social status.

### **Curtailment of Adult Education**

Curtailment of adult education program would deprive thousands of educational opportunity

It is proposed to charge tuition fees covering the cost of instruction to all adults in the public schools except those in Americanization classes. Such action would undoubtedly deprive most of those now enrolled in adult education classes of their opportunity for further education. The present program of adult education in the state has proved of great social value. Curtailment of this program through the elimination of students would deprive the state of one of the most beneficial of the social and educational services now offered.

Continued welfare of state dependent upon retaining democratic characteristics of education

The proposals cited above, together with others which have been proposed endanger not only the system of public education, but threaten harm to the democratic characteristics of our social order. Education is the most important single institution by which society safeguards the operation of democratic principles in government and in social and economic relations. The entire social welfare of the state is dependent upon the continued operation of democratic principles in the public education. The program of public education is provided by society in the interests of all the people. Even during times of severe economic stress, the function of education must continue if society is not to suffer. For greater harm than financial distress is certain to follow if the democratic aspects of education are allowed to give way to financial expediency. In the interests of the greater good of all the people of the state, let us hope that we shall not in the dark hour of stringent economic conditions lose sight of the necessity of retaining the democratic features of public education.



## Reductions in School District Budgets

VIERLING KERSEY, *Superintendent of Public Instruction*

The State Department of Education published in the March, 1933, number of *California Schools* data comparing the *budgeted* receipts of school districts for the current school year (1932-33) with *actual* receipts of school districts during the school year 1931-32, and showing the budget reductions effected. The technique employed in computing this budget reduction for California public schools has been challenged by persons who evidently had not read the full statement which accompanied the tabulations.

A full explanation of the comparison was presented on page 124 of the March, 1933, number of *California Schools*. This explanation stated clearly that the *actual* receipts of the school districts during 1931-32 included all moneys actually received by all of the school districts during that year, from all sources and for all purposes. Similarly, the budgeted receipts of the school districts for the school year 1932-33 were defined as including all amounts estimated to be received by the school districts during the year, from all sources and for all purposes.

It is evident from the criticisms which have been made of the technique which was employed, that those making the criticisms are not familiar with the budgetary procedure which is universally employed. For this reason a brief explanation of that procedure is offered here. The budget for any political subdivision of the state, or for any school district, for any given year consists of a statement of proposed expenditures and an estimate of receipts. The estimate of receipts must balance with the approved proposed expenditures.

The proposed expenditures of a political subdivision, or of a school district, however, do not include only those amounts which it is intended shall be expended *within* the period of the fiscal year. Each such unit receives funds only at definitely stipulated times during the fiscal year. Local taxes are received, in the main, in December and in May. The state school funds are apportioned in September and in February. Between the close of the fiscal year on June 30, and the date of receipt of the first state apportionment of school funds, usually about September 10, each school district must have available money with which to pay current expenses or it is put to the necessity of registering warrants at a cost of 6 per cent in interest.

Because of the need for money for the payment of bills, *prior to the receipt of current revenues*, each district must carry forward balances from the receipts of the preceding year. Such balances are always included in the annual budget of the school districts. Thus, each budget represents proposed expenditures and anticipated receipts, not for a twelve-month period, but for a period which usually is at least 14 months.

In the comparison of actual district receipts during 1931-32 with budgeted receipts for 1932-33, such balances are included both in the actual receipts and in the budgeted receipts. Thus the two sets of data are directly comparable, and it is correct to state that the difference between the two sets of data represents an actual budget reduction of \$48,767,573.98, or 27.6 per cent.

It should be noted here that this budget reduction should not be referred to as a "saving." How much actual saving will be effected by the schools will depend entirely on how much is actually expended by the school districts. No statement concerning "saving" can be made until after the close of the present school year, when the actual expenditures of this year can be compared with the actual expenditures made during 1931-32. It is our judgment that the amount of the "saving" will be less than the amount of the budget reduction, since it would appear that the balances carried forward into next year's budgets will be materially lower than the balances carried into this year's budgets from the receipts of last year.



## Importance of School Textbooks

VIERLING KERSEY, *Superintendent of Public Instruction*

One of the items which is of tremendous importance in the educational program and which represents relatively low expenditures is that of textbooks. The total cost of textbooks is of slight significance in comparison with the total school budget, yet an adequate supply of good textbooks is absolutely essential to the school program. In 1928, in the nation as a whole, the total cost of textbooks constituted but 1.6 per cent of the total educational expenditures. The proportion of school costs devoted to textbooks in California is somewhat less than for the United States as a whole. Less than 1.2 per cent of the total expenditures of elementary schools and high schools in the state are for textbooks.

The value of textbooks can not be measured by their cost. The educational service of the textbook is second only to that of the teacher. Regardless of the excellence of all other school facilities, it is impossible to maintain a school program without adequate textbooks.

In effecting economies in school costs to meet lowered buying power, school authorities have been too prone to cut appropriations for textbooks without first endeavoring to foresee the consequences of such action. Drastic reductions in textbook budgets have been all too common. Instances where expenditures for textbooks have been slashed over 50 per cent have been reported. Such policy is shortsighted. Not only are such reductions insignificant in terms of total school costs, but the cost of such reductions in terms of lowered efficiency of the schools is far greater than the small saving effected. Real economy consists not merely in cutting costs, but in obtaining the maximum returns for each dollar expended. In no other item of school expenditure is more value received than for the dollar spent for textbooks. Drastic reductions in expenditures for books is indeed a futile gesture of economy. The incalculable harm to school children deprived of adequate textbooks will have lasting effects. During this period when other school costs have been reduced by making classes larger and by assigning heavier duties to teachers, the textbook assumes an increasingly important role in the school program.

The proposed cut in the state appropriation during the next biennium for state series textbooks for elementary schools is indeed dangerous. This proposed budget calls for a reduction of \$313,925.08

or 29.2 per cent over the budget for the present biennium. During the whole history of free elementary textbooks supplied by the state, appropriations have been insufficient to provide for even the minimum of books required by the pupils. To make up the deficiency, school districts have spent for supplementary books amounts which in the aggregate are greater than those made available from the state. The State Board of Education has never been granted a sufficient textbook budget to enable it to adhere to the policy of providing a complete series of elementary textbooks for use in the public elementary schools. At the present time the state series is quite incomplete.

Not only has the series of books supplied by the state been incomplete, but the number of books furnished the pupils has been insufficient. There have not been funds available with which to supply books to replace those which have become unfit for further use. Even casual observation of books actually in use will reveal the deplorable condition of the books which pupils are forced to use. Thousands of books now in use are torn, soiled, insanitary, with loose pages and covers battered and falling off.

Insanitary, germ-laden books are a grave menace to the health of pupils. Clean textbooks are just as essential as pure drinking water in the school and pure air in the classroom. There is no economy in jeopardizing the health of pupils with insanitary books.

If the state textbook fund is reduced, an additional burden will be thrown upon local school districts. School district budgets have already been slashed in the effort to lower tax rates. Funds for textbooks have been curtailed. It is hoped that the state appropriation for textbooks may be restored to a figure more nearly approaching adequacy. Even if this is done, however, it will still be necessary for school districts to furnish about half the cost of elementary school textbooks if the pupils are to receive adequate instruction.

School administrators and governing boards of school districts should be extremely careful to see that the amounts budgeted for textbooks are adequate to meet local needs. They should guard against any reduction in the supply of textbooks that will result in lowering the efficiency of instruction. To furnish the pupils with an adequate supply of well selected instructional materials is one of the primary responsibilities which must be faced, especially during this period when other educational services and activities are being curtailed.

## Southern California Earthquake

VIERLING KERSEY, *Superintendent of Public Instruction*

All citizens of the state are acutely aware of the recent disaster which has befallen Southern California in the form of an earthquake which levied toll in loss of life and in heavy property damage. Coming in the midst of a serious economic situation, the problems of reconstruction involved are particularly difficult. The rapid manner in which reconstruction activities have been inaugurated in the face of heavy obstacles is worthy of special commendation.

The property damage extended to buildings of all kinds, and included severe damage to school buildings. Many school buildings were damaged, some so seriously as to be beyond hope of repair. It was only by some stroke of Providence that the quake occurred several hours after schools were closed. Had the schools been in session, thousands of children would have been killed or maimed for life.

In spite of the fact that many school buildings could not be opened for use after the quake, the school program throughout the stricken area is being carried on. Classes are being conducted as usual, in some cases in open air spaces specially provided. The fine manner in which school officials have managed to keep the schools functioning in the face of serious difficulty is a source of deep satisfaction.

The earthquake points to the vital need of constructing our public buildings, especially our school buildings to which are daily entrusted the lives of hundreds of thousands of children, in such manner that they will withstand earthquake shock. Every precaution must be taken to protect our children against such hazard. The possibility of the loss of thousands of children's lives should be kept in mind by those with responsibility of erecting buildings in which our school children are to be housed.

The problem of assuring safe school building construction is a state-wide one. The laws of the state should provide the necessary safeguards. Realizing the gravity of this problem, the State Department of Education will present to the Legislature now in session a proposal for creating a commission the function of which will be to develop a State Schoolhousing Code embodying adequate standards of safe construction.

# DEPARTMENTAL COMMUNICATIONS

## Office of the Superintendent of Public Instruction

VIERLING KERSEY, Superintendent

### SECONDARY SCHOOLS PRINCIPALS CONVENTION

Because of the unusual conditions in and about Los Angeles as a result of the earthquake, and because of the stringent financial situation in many school districts caused by tax delinquencies, it was deemed advisable to cancel the Annual Convention of Secondary School Principals of California and to hold in lieu thereof regional conferences. Accordingly, regional conferences as follows have been scheduled:

San Jose .....	April 10, 11, 12
Redding .....	May 5, 6
Willits .....	May 5, 6
Redlands .....	May 12, 13

Principals may attend any one of the conferences. The program at San Jose will be carried out as originally planned with the exception of a few minor changes which have been necessitated. The other programs will follow closely that of San Jose.

### Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

#### NEW PUBLICATIONS

*Department of Education Bulletin* No. 5, March 1, 1933, will carry the title *Maintaining Educational Efficiency During Emergency* instead of *Suggestions for Public Schools Week* as previously announced. It will, however, contain material suitable for discussion on Public Schools Week programs. This bulletin will be sent to county, city, and district superintendents of schools and to secondary school principals. Additional copies in limited quantity may be secured upon request to this division.

*Department of Education Bulletin* No. 6, March 15, 1933, *List of High School Textbooks*, will be available late in April.

Reprints of the first two articles which appeared in the March, 1933, number of *California Schools*, "Shall Public Schools in California Be Closed?" by Vierling Kersey, and "Reductions in School District Budgets, 1932-33," by Walter E. Morgan, are available and will be supplied in limited quantity upon request to this division.

## Division of Secondary Education

NICHOLAS RICCIARDI, Chief

### BULLETIN OF THE DEPARTMENT OF SECONDARY EDUCATION

The attention of secondary school principals and teachers is directed to the *Bulletin of the Department of Secondary Education of the National Education Association*. The bulletin is issued to aid in accomplishing the general purposes of the department: improvement of secondary instruction in its various fields and the consideration of problems affecting secondary education. The specific aims of the Department of Secondary Education as stated in the bulletin are:

- To raise the status of teaching as a profession.
- To integrate the work being done by junior and senior high schools and junior colleges.
- To secure a better understanding between the high schools and colleges regarding the curriculums of secondary schools.
- To act as a clearing-house for the ideas and undertakings of the many local associations of high school teachers now in existence.
- To provide a definitely constructive program for the revitalization of high schools, based on a fresh study of objectives and methods of teaching.
- To increase the influence of high school teachers in the varied activities of society, educational, political, and industrial; to mobilize their ability, initiative, resourcefulness, and influence, and to make them a power in our national life.

The following articles appearing in the February, 1933, number of the *Bulletin of the Department of Secondary Education of the National Education Association* are well worth the attention of every secondary school principal and teacher:

**Should All Our Children Go to High School?**

By John K. Norton, Professor of Education, Teachers College, Columbia University.

**The Functions of the Junior High School Today**

By A. Laura McGregor, Director of Educational Testing and Research, Rochester, New York.

**Educational Notes and News**

By Ernest D. Lewis, President, Department of Secondary Education, National Education Association.

## Division of Health and Physical Education

N. P. NEILSON, Chief

### CHILD HEALTH DAY—MAY DAY

Child Health Day—May Day—has come to be a day of national importance. The public mind is beginning to concentrate on the necessity of a year-round program looking toward the protection and development of the physical, mental, and social health of our children.



The keynote selected for May Day, 1933, is "Mothers and Babies First."

The State Department of Education suggests that school officials take the lead in planning May Day programs related to the particular child health activity needs of their communities. They should coordinate and strengthen constructive efforts being made for improving the health of children.

Helpful suggestions can be obtained from the State May Day chairman, Dr. Ellen S. Stadtmuller, Chief, Bureau of Child Hygiene, State Department of public Health, San Francisco; and from the American Child Health Association, 450 Seventh avenue, New York City, which has issued a pamphlet *May Day—Child Health Day in 1932, suggestions for 1933*, available at ten cents per copy.

## Division of Adult and Continuation Education

L. B. TRAVERS, Chief

### REPORT ON ADULT CLASSES

School Code sections 3.800–3.807 provide for the approval of all courses of study carried on under the jurisdiction of any high school board of trustees by the State Board of Education. This includes all special day and evening classes of day high schools and evening high schools. Section 3.806 provides a penalty for failure to comply with this law.

All high school districts must make a report on all adult classes in any of the above classifications on blanks provided for that purpose by the Division of Adult and Continuation Education if state and county apportionment is to be requested for the operation of such classes.

Schools which have not already reported adult classes on Form No. 96856, should send for a supply stating the number of adult classes to be reported.

Requests for these forms should be addressed to Room 311, California State Building, Los Angeles.



# INTERPRETATIONS OF SCHOOL LAW

## Attorney General's Opinions

### Admission of Non-resident Pupils

Under School Code sections 3.170, 3.300 to 3.309, and 3.400, 3.415, and 3.416, it is legal for the governing board of an elementary high school or junior college district of California to, and such board must, admit pupils to the schools thereof whose parents reside outside the state if, in fact, the pupils are living in this state, and Political Code section 52 is not applicable. The attendance of pupils living outside the state upon the public schools of this state must be prohibited by the public school authorities. (A. G. O. 8505, March 13, 1933.)

### Assumption of Bonded Indebtedness

The only provision in School Code section 2.72 for the prorating of the bonded indebtedness of one district when territory is taken from that district and transferred to another is when there are in fact improvements of school lots or buildings or fixtures situated in the territory so transferred. (A. G. O. 8489, February 25, 1933.)

### Reductions in Teachers' Salaries

The salaries of probationary and permanent employees for an ensuing school year may be reduced at any time prior to the beginning of such school year, when the reduction is made in good faith. (A. G. O. 8510, March 16, 1933.)

### Right to Charge Non-resident Pupils Tuition

There is no authority in the school law for the governing board of any school district to charge any tuition for students residing outside the State of California. (A. G. O. 8505, March 13, 1933.)

### School District Elections

It is the duty of a county clerk to purge the register of voters and to cancel out the affidavits of those voters who have become disqualified before issuing copies of the index of registration books to governing boards of school districts in compliance with the provisions of School Code section 2.878. (A. G. O. 8500, March 7, 1933.)

**Surplus Elementary District Building Funds**

Under School Code section 4.300, the provisions of which are very ambiguous, if there is in fact a balance of money raised by an elementary district building tax under School Code section 4.375, it may be transferred to the general fund of the district levying the tax after the purposes for which the tax has been levied have been fulfilled. There does not appear to be any relationship between such a tax and the issuance of bonds. (A. G. O. 8462, February 27, 1933.)

**Vacancies in Offices**

Where the charter of a city does not provide for the manner in which a vacancy in the city board of education, or in the office of clerk of the board, shall be filled, the city council is without authority to adopt an ordinance providing for the filling of such vacancy, the county superintendent of schools having jurisdiction alone possessing the power to fill vacancies in the city board of education, under School Code sections 2.960 and 2.961, and the power to fill a vacancy in the office of clerk of the board, under School Code section 2.832. (A. G. O. 8509, March 15, 1933.)

## FOR YOUR INFORMATION

### EDUCATIONAL BROADCASTS

#### Education at the Crossroads

Continuing the series of broadcasts on "Education at the Crossroads," which the State Department of Education is giving on Saturday evenings at 6:30. These broadcasts, formerly released over KPO network, will be released from station KPO only, since the power of this station has been greatly increased. The program (subject to change) for April and May is as follows:

- April 1—REVIEW OF LEGISLATION AFFECTING EDUCATION  
Fontaine Johnson, Counsel for the Sacramento Tax and Research Council
- April 8—PROBLEMS INVOLVED IN SCHOOLHOUSE PLANNING  
Andrew P. Hill, Chief, Division of Schoolhouse Planning
- April 15—WHAT IS MEANT BY REHABILITATION EDUCATION?  
H. D. Hicker, Chief, Bureau of Vocational Rehabilitation
- April 22—WHAT ARE THE PURPOSES OF JUNIOR COLLEGE EDUCATION?  
Nicholas Ricciardi, Chief, Division of Secondary Education

#### Contributions of Modern Education

The State Department of Education is continuing the series of broadcasts on Contributions of Modern Education over station KQW on Tuesday evenings at 7:15. Following is the program (subject to change) for April and May:

- April 4—WHY SHOULD WE TEACH AGRICULTURE?  
Julian A. McPhee, Chief, Bureau of Agricultural Education
- April 11—SERVICES THE DIVISION OF SCHOOLHOUSE PLANNING CAN RENDER TO THE RURAL SCHOOLS  
Andrew P. Hill, Chief, Division of Schoolhouse Planning
- April 18—WHAT IS HAPPENING IN A MODERN RURAL SCHOOL?  
Helen Heffernan, Chief, Division of Elementary Education and Rural Schools
- April 25—SOME SIGNIFICANT FACTS ABOUT TRANSPORTATION OF SCHOOL PUPILS  
C. F. Muncy, Assistant Chief, Division of Research and Statistics
- May 2—PROGRAM TO BE ARRANGED
- May 9—WHAT THE PARENTS SHOULD KNOW ABOUT THE REPORT CARD  
Helen Heffernan, Chief, Division of Elementary Education and Rural Schools

**April 29—ARE THE PUBLIC SCHOOLS PREPARING BOYS AND GIRLS TO BE EFFICIENT WORKERS?**

J. C. Beswick, Chief, Bureau of Trade and Industrial Education, and  
Ira W. Kibby, Chief, Bureau of Business Education

**May 6—HOW THE SPEECH DEFECTS OF CHILDREN ARE BEING CORRECTED IN OUR PUBLIC SCHOOLS**

Mabel Gifford, Chief, Bureau of Correction of Speech Defects and Disorders

**May 13—THE LEGISLATURE AND PUBLIC EDUCATION**

Alfred E. Lentz, Administrative Adviser

**May 20—HOW PARENTS CAN HELP CHILDREN DEVELOP AN APPRECIATION OF ART**

Helen Heffernan, Chief, Division of Elementary Education and Rural Schools

**May 27—HOW ARE TESTS USED IN PUBLIC SCHOOLS?**

Lillian B. Hill, Chief, Bureau of Mental Hygiene

**The Youth Forum**

The State Department of Education, in cooperation with lay agencies of the San Francisco bay district interested in the problems of youth, has planned a series of educational broadcasts entitled The Youth Forum. It is the purpose of these broadcasts to bring to high school and junior college students of the bay district information regarding current problems of interest to them and at the same time to weave into the broadcasts information pertaining to the outlets in various fields of work.

It is suggested that some school organization, such as the student body association, the Hi-Y, or Key Club assume the sponsorship for these programs in their local institutions and in cooperation with the principal advertise them, organize listening groups, and arrange a place where they may be heard.

The broadcasts are being given on Mondays at 12:15 p.m. over station KYA, San Francisco. The program for April and May follows:

**April 3—ENGINEERING AS A FIELD FOR YOUNG MEN**

H. J. Brunnier, Consulting Engineer, San Francisco

**April 10—WHY WE ARE INTERESTING OURSELVES IN THIS PROGRAM**

Francis V. Keesling, Attorney

**April 17—COMMERCIAL PUBLICITY**

John Cuddy, Publicity Director, Californians, Incorporated

**April 24—WHAT DOES THE FIELD OF PUBLICITY OFFER?**

O. H. Blackman, Stanford University

**May 1—THE PLACE OF THE SALESMAN IN THE BUSINESS WORLD**

H. M. Crawford, Vice-president and Sales Manager, Pacific Gas and Electric Company

**May 8—SALESMANSHIP AS A LIFE WORK**

John F. Johnston, Director of Education, Associated Oil Company

May 15—NEW OCCUPATIONS AND NEW VOCATIONAL OUTLETS  
Benjamin Mallory, University of California

### Social Planning

The California State Department of Education, in cooperation with the San Francisco Forum, is presenting a series of broadcasts on social planning. These broadcasts will be released every Tuesday evening at 6:30 p.m., over stations KECA, KPO, KJR, and KGA. The programs are subject to change. The subjects of the broadcasts and the speakers for April and May follow:

- April 4—ENGINEERING AND THE SOCIAL PLAN  
Dr. Leonard F. Fuller, Professor of Electrical Engineering, University of California
- April 11—CITIZENSHIP AND SOCIAL PLANNING  
Austin Lewis, Lecturer, University of California Extension Division
- April 18—THE CREATIVE PERSON IN THE SOCIAL PLAN  
Dr. Hakon Chevalier, Associate Professor of French, University of California
- April 25—LAW AND SOCIAL PLANNING  
Professor Max Radin, Professor of Law, University of California
- May 2—UNEMPLOYMENT INSURANCE  
Dr. Louis Bloch, Director of Surveys for the State of California;  
Director of the California State Unemployment Commission
- May 9—RECREATION AND SOCIAL PLANNING  
Josephine Randall, Supervisor of Recreation, City of San Francisco
- May 16—PENAL SYSTEM AND SOCIAL PLANNING  
Dr. Herman Adler, Psychologist and Criminologist of Vienna
- May 21—CITY PLANNING  
Richard J. Neurta, Architect

It is suggested that evening high school principals organize groups for the purpose of studying social planning. These broadcasts can be profitably used as a basis for discussions in such study groups. If the time of the broadcast is too early to have a listening group at the schools, individuals composing the group may listen to the broadcasts at home and prepare to discuss the problems presented when the group assembles. Each speaker will give one or more references which may be used for further study and discussion.

### University of California

The University of California directs particular attention to a series of radio broadcasts beginning April 1 entitled the New Education. This group is given as the Saturday broadcast on its regular morning program over KMTR, Los Angeles and KPO, San Francisco

which occurs daily except Sunday from 9:45 to 10 a.m. This series is aimed at an adult audience of educators and Parent-teacher groups. These programs may be heard by teachers and educational leaders without classroom conflicts.

The University also offers a program on Tuesdays and Wednesdays at 7:30 from Los Angeles over KMTR and at 8 p.m. from Berkeley over KPO.

The Shakespearean quarter hours are given on Thursdays at 11:45 a.m., over KGO, San Francisco; KECA, Los Angeles; KDYL, Salt Lake City, and KGW, Portland.

Agricultural programs are given Tuesdays and Thursdays at 12:15 p.m., over N.B.C. stations KGO, San Francisco; KFI, Los Angeles; and KFSD, San Diego.

### **You and Your Government**

The following programs in the You and Your Government series of broadcasts will be given weekly on Tuesdays at 3:15 p.m. over Pacific Coast Stations KPO, KGA, KJR, KEX, KECA. These broadcasts are presented by the Committee on Civic Education by Radio, of the National Advisory Council on Radio Education and the American Political Science Association and are adapted for supplementary instruction in high school and college courses in civics and government. The program for May and June follows:

#### **May 2—THE WORLD COURT**

Professor Philip C. Jessup, Columbia University  
Professor E. M. Borchard, Yale University

#### **May 9—AIDS TO LEGISLATION**

Henry W. Toll, Director American Legislators' Assn.  
Edwin E. Witte, Director Wisconsin Legislative Reference Library  
DeWitt Billman, Director Illinois Legislative Reference Bureau

#### **May 16—BANKING**

Henry Parkman, Jr., State Senator, Massachusetts  
Professor Marcus Nadler, New York University

#### **May 23—LEGISLATIVE INVESTIGATIONS**

Senator Gerald P. Nye, North Dakota  
Professor Lindsay Rogers, Columbia University

#### **May 30—UNEMPLOYMENT**

Jane Addams, Hull House  
Frank Bane, Director American Public Welfare Assn.  
Louis Brownlow, Director Public Administration Clearing House

#### **June 6—THE GOVERNOR AND THE LEGISLATURE**

William T. Gardiner, Governor of Maine, 1929-1933  
Hugh Reid, Virginia House of Delegates  
Professor Harold W. Dodds, Princeton University

#### **June 13—THE LEGISLATIVE PRODUCE OF 1933**

Professor Thomas H. Reed, University of Michigan



A *Listener's Handbook*, for free distribution, has been prepared by the committee to accompany this series. Copies may be secured upon application to the University of Chicago Press, 5750 Ellis avenue, Chicago, Illinois.

### CALIFORNIA EDUCATIONAL RESEARCH ASSOCIATION MEETING

The annual meeting of the California Educational Research Association (Northern Section) will be held Friday and Saturday, April 28 and 29, 1933, at the University of California at Berkeley. General sessions are scheduled on Friday morning and Saturday morning and a banquet on Friday evening. Section meetings are scheduled as follows:

*Friday afternoon*

- a. Administrative Research
- b. Curriculum Research
- c. Research in Student Personnel

*Saturday morning*

- a. Elementary Education
- b. Secondary Education
- c. Higher Education

At each of the section meetings specific research studies will be reported and opportunity afforded for a discussion of the papers by those attending the sessions.

### SCHOOL EXECUTIVES CONFERENCE

The third annual conference of school executives held under the auspices of the University of California summer session will meet at Berkeley, July 17-28, 1933.

The School Executives Conferences are being held in recognition of the fact that many superintendents and high school principals find it difficult, if not impossible, to remain away from their duties for the full duration of regular summer sessions. The purpose, therefore, is to provide an intensive two weeks' session in which a considerable number of the most important immediate problems of the school executive will be presented and discussed by a group of specially qualified instructors.

The plan of the conference provides for a series of ten sessions from 9:00 a.m. to 12:00 noon and ten sessions from 1:30 p.m. to 3:30 p.m. The morning sessions will be devoted to the problems of general administration and the afternoon sessions to the problems of the high school principal.

The conference will not carry regular university credit, but a certificate of attendance will be issued to those desiring it. The registration fee of \$10 will be used to defray the expenses of the conference.

Further information concerning the conference may be obtained from Dr. F. W. Hart, School of Education, University of California, Berkeley.

### THE SAN DIEGO ROUND TABLE CONFERENCE

The San Diego Round Table Conference is an annual meeting of the members of the teacher training institutions and school administrators and supervisors of southern California, held under the auspices of the San Diego State Teachers College.

The program this year is scheduled for April 28 and 29. The general topic for discussion on Friday, April 28, is "Implications for Education in the Light of Our Changing Social Order." On Saturday, April 29, the general topic for discussion is "Experiences Tending to Develop Wise Use of Leisure Time on the Part of Boys and Girls."

The round table conference has been a part of the San Diego State Teachers College program for the past six or seven years, during which time it has influenced educational practices in southern California and has brought the administrative staff of the public school systems and teacher training institutions into closer relationship.

### THE BIENNIAL CONFERENCE OF CALIFORNIA ASSOCIATION OF WOMEN DEANS AND VICE PRINCIPALS

The biennial conference of the California Association of Women Deans and Vice Principals will meet at Scripps College, April 8-11, 1933. A three-day program including general sessions, dinner meetings, and round table discussion groups has been planned.

### BASIC READINGS DEALING WITH SOCIAL INSTITUTIONS

The Committee on Materials of Instruction of the American Council on Education issued in February, 1933, three new numbers in the series of brochures which it is publishing under the general title, "Achievements of Civilization."

The titles and prices of the three brochures are as follows: *The Story of Our Calendar*, ten cents; *Telling Time Throughout the Centuries*, twenty cents; and *Rules of the Road*, ten cents. The address of the Committee on Materials of Instruction of the American Council on Education is 5835 Kimbark Avenue, Chicago, Illinois.

The brochures can be used in the upper grades of the elementary school and in the high school as parts of the course in English or as readings supplementary to courses in history, mathematics, civics, and science. It is not the purpose of the committee which prepared the brochures to promote the organization of a new course in civics. It

is clearly stated in the announcement in each brochure that the purpose is to show that every phase of school work is included in the curriculum as a means of making pupils acquainted with their social inheritance.

### THE SCHOOL BOARD MEMBER

Attention is directed to a recent study entitled, *The School Board Member* published as *Research Bulletin of the National Education Association*, Vol. XI, No. 1, January, 1933.

Copies of this bulletin may be secured from the National Education Association, 1201 Sixteenth street Northwest, Washington, D. C., at the following prices:

Single copies .....	25 cents each
Two to nine copies.....	10 per cent discount
Ten or more copies.....	25 per cent discount

### PAN AMERICAN DAY

The Pan American Union has designated April 14, 1933, as Pan American Day. It is fitting that the schools of the state should give expression to their feeling of friendship toward the people of the other American republics on that day.

### INTERNATIONAL COMMERCIAL SCHOOLS CONTEST

The Illinois Commercial Teachers Association announces an International Commercial Schools Contest to be held during the Century of Progress Exposition in Chicago on June 27 and 28, 1933. The contest program includes competition in shorthand, typewriting, bookkeeping, machine calculation, dictating machine transcription, machine duplication, and machine bookkeeping. Schools interested in the particulars of this contest should request further information from W. C. Maxwell, chairman of the general contest committee, at Hinsdale High School, Hinsdale, Illinois.

### SUMMER SESSION IN PARIS

Institut de Phonétique, Université de Paris, 19 Rue des Bernardins, Paris, will offer a course for the summer of 1933 consisting of general lectures on the theory of pronunciation, practical pronunciation and diction exercises, and conversational French. Those interested should address M. Pierre Fouché, Director, at the above address.

# PROFESSIONAL LITERATURE

## REVIEWS

RUDOLPH D. LINDQUIST, and others. "Effective Instructional Leadership." *Sixth Yearbook of the Department of Supervisors and Directors of Instruction*. New York: Bureau of Publications, Teachers College, Columbia University, 1933. ix + 183 pp.

Supervision has long needed expression of the point of view presented in "Effective Instructional Leadership" the stimulating title of the Sixth Yearbook of the Department of Supervisors and Directors of Instruction, National Education Association. This volume is predicated upon a philosophy of education in which integration is paramount. It recognizes that a new and quickened process of teaching has made its appearance in response to the challenge of contemporary social needs. It recognizes the meaningful experiencing of trained powers of observation, a liberated imagination, critical thinking, a high degree of purposeful concentration, ideals of social living, and creativeness as the goals of modern education.

A new type of teacher has emerged with the new educational philosophy. The new teacher senses the responsibility of helping children to develop the capacity to *think through their problems*. The capacity for "courageous living and inspired teaching" can only come when instructional supervision provides opportunity for the development of a scientific attitude, a spirit of democracy, a zeal for social betterment, and creativeness in attacking the teaching problem.

Leadership in education has long since passed the authoritarian stage. The modern supervisor is endeavoring to create the opportunity for the functioning of the qualities which characterize progressive educational practice. The new supervisor's relationship to the teacher is governed by the same principles as those acceptable in the teacher-pupil relationship.

The yearbook reports studies of types of conflicts between supervisory agencies within various city school systems. The studies were based upon two questionnaires to which response was received from 73 cities. The conflicts reported were classified under six headings: channels of authority, responsibility for curriculum making, amount of freedom permitted, objectives in education, methods of instruction, and standards of promotion. Of these, *methods of instruction* ranked highest with 353 cases out of a total number of 1049 cases of conflict reported. *Amount of freedom permitted* ranked second with 290 cases, and *channels of authority* ranked third with 143 cases.

The administrator of former days tended to suppress conflict within the school system as evidence of inefficient management. The point of view of the yearbook gives promise of a more stimulating attitude. The report states: "The existence of conflict is no disgrace. In fact the school system in which numerous conflicts exist may be much preferred to one in which no evidence of conflicts can be ascertained. The presence of conflict often suggests the birth pains of new ideas." And again, "Conflicts and disturbances are good when they are stimuli to possible solution."

Their value depends upon the method of handling conflicts in a school system. The two methods presented are discussion and experimentation. These are based upon the democratic ideal in education, reasoned versus unreasoned conformity.

If supervision is democratic, the teacher knows the goals of the supervisory program because she has participated in planning it. If supervision is democratic, the curriculum is living and functioning and not a collection of erudite phrases

which have little effect on teaching procedure. It has vitality because it has developed in real situations and teachers have exercised tested thinking in its preparation. If supervision is democratic, teachers use textbooks and supplementary instructional material because they have shared the responsibility of evolving criteria for the selection of materials and have contributed their part in the process of making wise and useful selection in terms of curriculum objectives. Only teachers who experience a democratic educational organization are qualified to interpret the ideals of democracy for its youthful citizens.

The new supervisor conserves the unique qualities of personality of each teacher. Genuine respect for each teacher in the system secures the effective utilization of all the different abilities they represent. These, woven into the fabric of the whole, produce an accomplishment superior to that of any individual. The new supervision means neither superiority nor domination, but a willingness to pool the resources of every agency of the school system for the more effective service of childhood.

The concept of the scientific attitude is strongly emphasized. As democracy implies fair-mindedness toward human relations, the scientific spirit implies fair-mindedness toward facts. The scientific attitude means the willingness to accumulate data and to use these data fearlessly in arriving at sound solutions of problems. Through such procedure, poise, self-confidence, intellectual integrity, and a sense of security in her procedures come to the teacher and guarantee vision, understanding, resourcefulness, and independence. The scientific attitude implies a type of supervision which will help a teacher by assisting her in defining her problem, in collecting pertinent data bearing on it, in evaluating the data, in drawing conclusions, and in the translation of these conclusions into the teaching act.

The statement of the characteristics of an effective organization, which concludes the yearbook, is handicapped by its brevity but stimulating to the thinking of administrators and supervisors. An effective organization is characterized by a consciousness of goal, uniqueness of form, adaptability to changing conditions, recognition of sound leadership, self-evaluation, and increasing heterogeneity as well as increasing homogeneity.

The committee merits a special expression of appreciation for its fearless statement of a philosophy of supervision which indicates the way to essential unity.

The Sixth Yearbook should displace many textbooks on supervision with their emphasis on the authoritarian approach to supervisor-teacher relationships. And last but by no means least, the yearbook deserves a special comment for its readability. The "dry as dust" tome is passing in education. Perhaps the use of the vernacular such as "honest to goodness" and "passing the buck" will give courage to some of our timid brethren among the professional writers. Our salutations are due a report which presages a day when books on education dare to reflect a bit of its romance and sacrifice nothing of validity, while preserving human interest.

HELEN HEFFERNAN

*School Library Yearbook, Number Five.* The School Libraries Committee of the American Library Association. Chicago: American Library Association, 1932. x + 253 pp.

The School Libraries Committee of the American Library Association presents the fifth *School Library Yearbook*. It considers standards for libraries in elementary schools, secondary schools, junior colleges, and teachers colleges. Part I outlines standards. Part II contains descriptive articles of value to school librarians in establishing standards in specific situations. Part III presents a comprehensive bibliography of recent books and periodical articles.

The library has a new significance in modern education. Gone are the days when acquisition of the meager facts of a textbook represented realization of the educational ideal. The program of integrated activities around large areas of



experience requires wide reading, the consultation of many references, investigation of extensive sources of information.

The modern philosophy of education elevates the library to a position of supreme importance. In the chapter on standards for elementary school libraries, the Committee has incorporated a statement on objectives which summarizes the position of the library in progressive schools:

- (1) To select a balanced collection of books to meet the demands of an integrated educational program as it is outlined by grade and subject in the curriculum
- (2) To encourage an interest in reading and books
- (3) To stimulate exploratory reading for facts and the effective use of library tools for research
- (4) To establish the habit of using the public library freely
- (5) To foster a fine feeling for books and a discriminating judgment in values

The Committee has presented standards which are sufficiently flexible to meet various situations. At the same time, the standards are high enough to stimulate growth.

The inclusion of excellent research studies on such topics as the junior high school library, school library finance, high school budgets, the integration of library instruction with the high school social studies should be helpful to school librarians in clarifying objectives and methods and in meeting the financial aspects of the school library problem.

Since the central theme of the yearbook covered the entire field of education, the reader might expect research studies on levels other than that of secondary education. The absence of such studies may be accounted for because of two facts: first, the federal Office of Education is making a nation-wide study of the education of teachers which includes studies of library problems in teachers colleges, and second, the Department of Elementary School Principals of the National Education Association is preparing its 1933 yearbook on the library in the elementary school.

Practical aspects of providing library facilities in a large city system are presented in a symposium under the title "Some Aspects of the Los Angeles Secondary School Library System." The mutual understanding of school and library policies and ideals by administrators and teachers on the one hand and librarians on the other is clearly evidenced in this article. The presentation of photographs and floor plans enhances the value of the symposium, particularly to school administrators confronted with building problems.

California has a particular interest in the 230 pages that constitute the yearbook. One hundred forty-one pages were contributed by California librarians. This recognition of California's progress in school library service is gratifying. The yearbook has real merit. As it reflects the school libraries of this state, they have served as the inspiration of a valuable professional contribution.

HELEN HEFFERNAN

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